

Texas Education Agency Standard Application System (SAS)

2018–2019 Texas Education for Homeless Children and Youth

Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	September 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR -3 AM 8:36 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, April 3, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Dallas ISD	057-905			
Vendor ID #	ESC Region #	DUNS #		
1756001278	10	0750963470000		
Mailing address		City	State	ZIP Code
9400 North Central Expressway		Dallas	TX	75231-
Primary Contact				
First name	M.I.	Last name	Title	
Ashley		Marshall	Homeless Liaison	
Telephone #	Email address		FAX #	
972-749-5789	asmarshall@dallasisd.org			
Secondary Contact				
First name	M.I.	Last name	Title	
Jaime		Sandoval	Executive Director	
Telephone #	Email address		FAX #	
972-925-3039	jsandova@dallasisd.org			
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Michael	M.I.	Last name Hinojosa	Title Superintendent
Telephone # 972-925-3700		Email address hinojosam@dallasisd.org	FAX #
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

3.30.18

701-18-109-031

Approved as to Form: *for Dallas KD*

 3/29/18
Signature Date

Schedule #1—General Information

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Certification of Shared Services	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Program Executive Summary	N/A	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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- | | |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 057905

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
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Member Districts

9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The goal of Dallas ISD's HEP is to provide services that establish stability for children and youth in transition in order to enable them to succeed in school. The HEP provides McKinney-Vento training to shelters, parents, community organizations and district personnel to assure that all necessary steps are followed in order to provide prompt enrollment and other supports that may be needed. This training also provides a point of contact for people to call when they meet a family that is homeless or at risk of becoming homeless thus allowing the HEP to have a chance to intervene and provide services as soon as possible.

The HEP office works with Dallas ISD Transportation Services to assure students attend School of Origin in order to decrease any interruption in school attendance. This collaboration with Transportation also allows us to keep track of when students start to routinely miss a bus so we can reach out to provide additional assistance if needed. The HEP will also provide bus passes to families that have been referred to medical, dental, and other social services so that lack of transportation does not keep them from getting needed services.

The HEP office collaborates with a multitude of community organizations to provide homeless students with school appropriate clothing, hygiene items, backpacks, and school supplies. Having these necessities helps to make sure that school attendance is not affected by students not having appropriate uniforms, etc. The HEP will also supply food for weekends, holidays, holiday gifts, etc. so that families do not feel the stress of not being able to provide during these sometimes emotional times of the year.

During emergency situations, the HEP office collaborates with community organizations and agencies to provide homeless/at risk of being homeless students with food, blankets, sleeping bags, diapers, baby formula, first aid kits and other emergency items. Providing these items during emergency situations allows the family to get some relief and have adequate time to resource a more permanent source for these items.

The HEP office serves as a referral agency to campuses who are seeking assistance for families in need of housing or legal aid. The HEP office disseminates district and M/V information to shelters through monthly Case Managers' meetings and MDHA subcommittee meetings. Referrals and sharing of information is intended to help our homeless families access services from various community organizations. The HEP continues to reach out to organizations to determine services offered so we have a resource list we can provide to campuses that can be used as referrals for not only homeless families but also those families at risk of becoming homeless.

To assure homeless students maintain grade level during periods of transition and to boost STAARs scores, the HEP collaborates with community organizations to provide after school and school holiday programming. The HEP also partners with community organizations to provide activities after school and at shelters. These programs focus on life skills, community connections, coping skills and the like.

The HEP also collaborates with community organizations to operate the Drop-In Centers. The goal of the HEP office was to have a Drop In Center at every comprehensive high school. Currently, the district has 19 Drop In Centers. All of the Drop In Centers have brought needed services directly to homeless students on high school campuses. At these schools, students who are sofa surfing, living with friends, distant relatives or living in the streets know they can go to the Drop In Center once a week for a meal, conversation with an adult, assistance with housing, legal issues, SNAP forms, and other issues. If students can't participate in the Drop In Centers weekly breakfast meeting, they can visit the Drop In Center during the week to get food, diapers, baby formula, hygiene items, school supplies, etc. The Drop In Centers were created by the HEP office with the goal of addressing the first two levels of Maslow's Hierarchy of needs; physiological and safety. By working to meet these basic needs, the HEP hopes that will relieve aspects of stress in their already complicated lives in order for them to be able to attend school on a regular basis and graduate from high school.

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The district will be partnering with Promise House, CitySquare and Social Venture Partners to open a shelter for unaccompanied youth. The After8ToEducate shelter will be located in a repurposed Dallas ISD elementary school and will have 35 beds for homeless youth. The district will collaborate with the partners to provide after school/holiday programming for the students. Promise House and Dallas ISD will be charged with managing the shelter.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 0557905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057905			Amendment # (for amendments only):		
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 206/295		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$159,890	\$	\$159,890
Schedule #8	Professional and Contracted Services (6200)	6200	\$70,100	\$	\$70,100
Schedule #9	Supplies and Materials (6300)	6300	\$15,000	\$	\$15,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$244,990	\$	\$244,990
Percentage% <u>indirect costs</u> (see note):			N/A	\$1,225	\$1,225
Grand total of budgeted costs (add all entries in each column):			\$244,990	\$1,225	\$246,215
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$244,990
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$19,599

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 057905			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator/Manager	1		\$82,875
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant	1		\$45,320
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$4,200
27	6121	Support staff extra-duty pay		\$2,800
28	6140	Employee benefits		\$24,695
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$159,890

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057905		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$00
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Education Opens Doors: after school program to develop soft skills required to navigate high school and prepare for college; schools served are in feeder pattern for Dallas County Promise, the free college tuition program	\$7,000
2	Junior Players: after school/shelter programming	\$30,100
3	Rainbow Days: after school/shelter/spring break/summer programming	\$33,000
4		
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$70,100
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$70,100

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 057905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$15,000
Grand total:		\$15,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$5000
Grand total:		\$5000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 057905		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	138,834	78.4%	
Identified homeless students	2,060	1.2%	
Students identified homeless with a 5A Crisis Code	88	.005%	
Students identified homeless with a 5B Crisis Code		%	
Students identified homeless with a 5C Crisis Code		%	
Attendance rate for identified homeless students	NA	93.9%	
Attendance rate for economically disadvantaged students	NA	95.8%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter			
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Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
100	150	150	175	175	175	175	175	150	150	150	150	150	100	2125

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The HEP has a monthly case managers' meeting. Attendees include case managers from local shelters and other community organizations that provide services to our homeless students. This meeting is a forum to discuss the homeless education program and how we are doing providing services to our homeless families. Notes are taken during the meeting and compiled into a list of needs in order to prioritize and brainstorm on how to address the needs. Surveys are also sent out after case manager meetings to elicit any other issues that might come up after meetings.

Phone calls from parents, campuses, outside organizations are logged as they come in. These logs are reviewed to identify areas in need of improvement for the program as well. Follow up calls are made to some of these individuals to identify any additional areas that might need to be addressed by the program. Programs that we work with regularly including truancy, counseling services, psychological and social services are also included in our examination of the program to determine needs to be addressed.

HEP staff go out to the Drop In Centers on a regular basis. This helps us not only communicate with campus staff about needs but also talk to our homeless youth that are utilizing Drop In Center services. If issues are discovered at a campus that may be systemic, HEP staff makes an entry into phone call log documenting that issue to ensure that we address that need along with all other needs identified.

Once a list of needs has been compiled, we come together to discuss the strengths and weaknesses of the program. We want to identify what we do well to determine if some of those same practices can be duplicated in other areas to improve our processes. The gap analysis/list of needs is reviewed with our partners, shelter case managers, etc. as they are the ones that are usually impacted the most by the gaps in our processes. Prioritizing is done through a group think so that no one feels their voice is not being heard. We want to come to group consensus on what is most pressing in that it impacts the most number of students and families.

Needs identified:

-Increase the identification of homeless students within the district to ensure that these students have the supplies/services they need to attend school on a regular basis, which will lead to increased academic achievement. This process requires working with school personnel to make them aware of the characteristics identifying a homeless student. It is necessary to provide more training and bring to their attention the importance of proper and prompt student identification.

-Immediate identification and enrollment of homeless students to ensure that students are in school and learning instead of waiting on documentation in order to be enrolled. This process requires HEP to work with the campuses so they know the rights of homeless students and are working to remove the enrollment barrier that can be so hurtful to our homeless students.

-Continue creating and maintaining connections with resources that support homeless families: referrals to emergency shelters, temporary housing, permanent supportive housing, food, hygiene/household items, after school programming. Homeless students lack all the things mentioned here, which affects their academic performance, their attendance and their acceptance by the school community. Procurement of these items facilitates students integration and performance.

- Continuing our work to raise awareness of homeless children and youth in Dallas. Increased awareness helps us to bring in more resources to our homeless families which in turn supports regular attendance at school and gives them the resources they need to be successful in school. Increased awareness will also help us develop more partnerships like the one that brought After8ToEducate to life. Making students and their families aware of services will increase their ability to cope with their situation. Making school community more aware of homeless students' needs will improve homeless students integration in the school community.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Continue our work on increasing the identification of homeless students within the district. By increasing our identification of homeless students, we will be better able to ensure that these students have the things/services they need to attend school on a regular basis which will lead to increased academic achievement.	Funding of the homeless liaison and administrative assistant will provide personnel to train district personnel on how to identify homeless families and where to go to find resources for those homeless families.
2.	Immediate identification and enrollment of homeless students will eliminate enrollment issues between schools for homeless students. This will assure that students are in school learning and not truant/absent due to not having appropriate enrollment paperwork. Immediate identification and subsequent referral to the HEP program will allow students to obtain immediate assistance with clothing, backpacks, school supplies and other necessities to promote school attendance and improve academic success.	Funding for staff to assist in identification of homeless students and to help eliminate any barriers to enrollment of these students; training provided by staff to campuses in order to eliminate enrollment barriers; training provided by staff to local shelters/organizations so parents and community members are aware of rights of our homeless families; funds to assist with resources for our homeless students(school supplies, uniforms, backpacks, etc.).
3.	Creating a community between the schools, district and our homeless students and parents that supports the needs of our students which in turn will help to support their academic growth. This includes creating connections with resources that support homeless families: referrals to emergency shelters, temporary housing, permanent supportive housing, food, hygiene/household items, after school programming.	Funding for staff to work with partners, community organizations and parents; funding for emergency resources for families; funding for after school programming that will focus on life skills, connections with the community, soft skills required for college, coping skills.
4.	Continuing our work to raise awareness of homeless children and youth in Dallas. Increased awareness helps us to bring in more resources to our homeless families which in turn supports regular attendance at school and gives them the resources they need to be successful in school. Increased awareness will also help us develop more partnerships like the one that brought After8ToEducate to life.	Funding for staff to attend local CoC meetings, MDHA subcommittee meetings, Youth Task Force meetings to continue to raise awareness and to continue to develop partnerships with these organizations; funding for staff to provide training to district staff, community organizations, etc.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Homeless Liaison/Manager	Experience working with at-risk students, teaching experience preferred, Bachelor's Degree in education, valid Texas teacher certification, Master's degree in Education Administration or Business preferred
2.	Coordinator	Experience working with children in poverty/at-risk students, Bachelor's degree in Education or Social work, Master's degree preferred
3.	Program Specialist	Experience working with children in poverty/at-risk students, Bachelor's degree in social work or business administration preferred
4.	Administrative Assistant	Experience in office management, knowledge of district's budget procedures, High school diploma
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increased identification of homeless students	1. Train/retrain all registrars/CRCs/counselors	9/1/2018	8/31/2019
		2. Train staff at student intake center	9/1/2018	11/30/2018
		3. Train Dallas ISD police/security officers	9/1/2018	8/31/2019
		4. Train ASP, Ed. Is Freedom, CIS staff	9/1/2018	8/31/2019
		5. Monthly training at various shelters/community orgs	9/1/2018	8/31/2019
2.	Immediate enrollment of homeless students	1. Present at fall training for office staff re:SRQs	9/1/2018	12/19/2018
		2. Train staff/parents at shelters re: McVento rights	9/1/2018	8/31/2019
		3. Train registrars on SRQ:what is being asked, etc.	9/1/2018	8/31/2019
		4. HEP closet stocked @start of yr w/supplies/uniform	9/1/2018	10/31/2018
		5. Monthly checkin registrars(answer questions, etc)	9/1/2018	6/1/2019
3.	Increase partner/community involvement	1. Monthly Case Manager Meetings	9/1/2018	8/31/2018
		2. Needs Assessment w/partners to improve program	1/7/2019	1/31/2018
		3. Work w/partners/community on drop ins at MS/HS	9/1/2018	8/31/2019
		4. Create database of resources/community orgs	9/1/2018	8/31/2019
		5.		
4.	Increased awarenesss of homeless students in Dallas ISD	1. Connect w/one new community organization/month	9/1/2018	8/31/2019
		2. Set up one outside training per quarter	9/1/2018	8/31/2019
		3. Present at one faculty meeting per month	9/1/2018	6/1/2019
		4. Work with Promise House on Youth Count	9/1/2018	2/28/2019
		5.		
5.		1.		
		2.		
		3.		
		4.		
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD makes recommendations regarding improved student academic success and presents the goals to the Board of Trustees to be approved for the upcoming school year. Goals are monitored through the state assessments, EOC exams, and campus improvement plans. Goals for the district are presented to all district personnel through District memos, which can vary depending on the department. Townhall meetings are held throughout the district in order to incorporate feedback and insight from parents and constituents of the District. Dallas ISD has a communications department whose goal is to communicate the mission and goals of the district as it seeks to raise the academic achievement of each student. Communication Services is committed to providing timely, effective communications that engage our students, parents, employees and community members.

At the campus level, the Site-Based Decision Making Committee meets each year on each campus to review the annual performance rating of the school from TEA. Each year this performance rating guides the committee in making decisions regarding the campus objectives for the campus improvement plan. They also conduct a needs assessment of the campus in order to capture all relevant data to be reviewed for the campus improvement plan. Each campus communicates this information to their parents through parent meetings, PTA meetings, mailings, etc.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Individual campuses in Dallas ISD develop a campus improvement plan for their campus each school year. The campus improvement plan describes the campus mission and goals that align with the goals of Dallas ISD. The Homeless Education Program in support of each campus, assists in ensuring that homeless students enrolled in Dallas ISD have the same access to services, programming and extracurricular activities as any student enrolled in Dallas ISD.

The district also has programs such as Communities in Schools, Education is Freedom, Academic Success Program, etc. that work to improve academic success at the campuses. Programs provided in schools by partner organizations are equally available to our homeless and unaccompanied youth.

The district has partnered with Promise House, CitySquare and Social Venture Partners to develop a jointly run shelter for unaccompanied youth. This 35 bed shelter will house homeless youth that are attending a Dallas ISD school. In addition to family reunification, the shelter and its partners will be focused on keeping students in school and helping them to graduate. There will also be a 24/7 Drop In Center located at the shelter to assist homeless youth at the shelter and those that are not staying at the shelter.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Increased Identification: Surveys, training evaluations, Chancery reports	1.	Monthly number of homeless students by campus
		2.	Six week period attendance percentages
		3.	Number of campus personnel trained per month
2.	Create community connections: Surveys, training evaluations, interviews parents/teachers	1.	Monthly record of community partner meetings
		2.	Attendance at after school programming/additional partner activities
		3.	Record of requests for referrals, materials, transportation
3.	Raise awareness: agendas, meeting notes, surveys, partnership agreements	1.	One new organization trained each month
		2.	One new community connection each month
		3.	Meet w/other liaisons to share best practices for increasing awareness
4.	Immediate Enrollment: training, Chancery reports, training surveys	1.	Monthly number of campus staff trained/retrained
		2.	Train at least one counselor at each campus
		3.	Train shelter staff/parents on rights regarding immediate enrollment
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chancery, SAMS, MyDataPortal collect and capture attendance, test scores, special program information, class grades, truancy, etc. This information is accessed by the HEP staff to get data specifically on our homeless students. Weekly and monthly reports are printed and reviewed in order to ascertain where we might need to make adjustments to our program. Chancery homeless reports also allow us to pull Point In Time reports, homeless by campus, and homeless assessment reports.

Program activities are tracked through attendance sign in sheets, agendas, logs, etc. The HEP will also be working on surveys of the program activities to determine where adjustments need to be made. This includes surveys of principals to determine how programs are working on their campuses; surveys of teachers/counselors regarding efficacy of the programs for their group of homeless students; surveys of students to determine if we are meeting their expectations and what areas we are missing due to not asking the right questions.

Problems will be identified through monthly reviews of programming and taken from any complaints or issues that arise. At that point, the HEP staff will investigate the problem and make adjustments as necessary in order to correct the problem.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Training in M/V Homeless Assistance Act/NCLB offered to parents at shelters, schools, hotels. HEP will discuss rights.	50+	Campuses, Shelters, Schools, hotels; Homeless Liaison/HEP Staff	Sign in sheets/agendas; Homeless Liaison/HEP staff	1, 2
Train DISD personnel on M/V, rights of homeless students, SRQs to eliminate barriers to enrollment/regular attendance.	200+	Campuses; Homeless Liaison/HEP staff	Sign in sheets/agendas; Homeless Liaison/HEP staff	2
Provide training to shelters on M/V law to eliminate enrollment barriers; conduct shelter tours to view services.	Up to 10 shelter tours, up to 30 trainees	Shelters; Homeless Liaison/HEP Staff	Sign in sheets/agendas; Homeless Liaison/HEP staff	1, 2
Purchase/collaborate with community agencies to provide homeless students w/ emergency clothing/supplies.	Up to 150	Campuses; Homeless Liaison/HEP Staff	Invoices, receipts, Materials Request Forms; Homeless Liaison/HEP Staff	2, 3
Collaborate w/shelters, other districts, DISD Transportation, Dallas County to provide school of origin transportation.	300+	Campuses, shelters, other districts; Homeless Liaison/HEP Staff	Logs	2
Collaborate with agencies to provide after-school programming 3-4 days per week at various locations.	Up to 100	Shelters/hotels, campuses; Homeless Liaison/HEP Staff, vendors	Attendance sheets, program surveys	3, 4
Collaborate with area service providers to coordinate Drop In Centers at Dallas ISD high schools and middle schools.	Up to 100	Campuses; Homeless Liaison/HEP Staff, campus staff, service providers	Sign In Sheets, agendas	2, 3, 4
HEP liaison/staff will participate in the Youth Task Force/Drop In Center committee meetings.	Up to 10	Community site; Homeless Liaison/HEP staff, community partners	Sign in sheets/agendas	2, 3
Conduct needs assessment meetings to determine how to continue to improve our services to homeless students	Up to 30	Community meeting site; Homeless Liaison/HEP Staff, community partners	Sign in sheets/agendas	1, 2, 3, 4

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	After8ToEducate	Partner to manage and run 35 bed homeless shelter for unaccompanied youth, participate in case manager meetings, shelter tours, training.
2.	Dallas Life	Participates in case manager meetings, non-school day activities, shelter tours and training for parents and staff.
3.	Exodus Housing	Participates in case manager meetings, non-school day activities, training for parents and staff.
4.	Family Place	Participates in case manager meetings, non-school day activities, shelter tours, training for parents and staff.
5.	Family Gateway	Participates in case manager meetings, non-school day activities, training for parents and staff.
6.	Interfaith Housing Coalition	Participates in case manager meetings, non-school day activities, shelter tours, training for parents and staff.
7.	Mosaic Services	Participates in case manager meetings, non-school day activities, shelter tours, training for parents and staff.
8.	Nexus	Participates in case manager meetings, non-school day activities, shelter tours, training for parents and staff.
9.	Salvation Army	Participates in case manager meetings, non-school day activities, shelter tours, training for parents and staff.
10.	Under One Roof	Participates in case manager meetings, non-school day activities, shelter tours, training for parents and staff.
11.	Promise House	Participates in drop in centers, MDHA Youth Task Force Committee, See Me Now Event, case manager meetings.
12.	Rainbow Days	Provides non-school day camps, group sessions at shelters, coordinates events at schools/hotels/shelters, participates in case mgr meetings.
13.	Dallas ISD Transportation	Coordinates with the HEP to provide transportation to homeless students returning to school of origin.
14.	Dallas ISD Counseling Services	Allows HEP to provide M/V training to all school counselors.
15.	Dallas ISD Psychological and Social Serices	Coordinates services to students, assists with delivery of supplies to students at schools.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the use of funds to pay the homeless liaison and the HEP administrative assistant, we have extra support for the program to provide training, online support, etc. Extra support ensures that we can work with campuses to assist in identifying and enrolling homeless students/unaccompanied youth. This training and support for campuses helps to alleviate the barriers that affect the enrollment of homeless students in Dallas ISD.

Funds will also be used for partner organizations to provide services for homeless students. These services include life skills programs, educational programs, college access programs, etc. Our programs will work to advance the skills of our homeless students to ensure they stay enrolled in school. Funds will also be used to provide the basic school necessities to our students. We want to be able to provide school supplies, uniforms, and the basic necessities to ensure our homeless students feel safe and therefore more empowered to go to school/stay in school.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD will continue to meet with parents and students to inform them of students' rights under McKinney Vento. An open platform will be given to students and parents to express their success and concerns when enrolling and advocating on behalf of the students. The Homeless Education Program will continue to work with and assist parents and students to ensure that needs are being addressed in a timely manner.

In addition to assisting parents as they call in to the office, the HEP staff will work to interview/survey parents in order to inform our decision making as it pertains to how we can include parents in the education of their children. We will look to see if we can use utilize technology, transportation, etc. more in order to involve them in the education of their child. We are also looking to debut a newsletter that goes out to the shelters/partner organizations each month and to parents that includes contact information for the HEP staff and important information as it pertains to the district like student holidays, testing days, special activities, etc. We want our parents to be informed and have the information they need to reach out to our office.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All students in Dallas ISD are provided a free and appropriate education. The HEP will work to make sure that barriers such as transportation, lack of school supplies does not interfere with a homeless student being able to take part in any regular education program.

The Homeless Education Program will work to ensure that students enrolled in Dallas ISD as homeless have the same access to Special Education, ESL, tutoring, after school activities and any additional programming. If additional needs are identified by a student and/or parent, the HEP will work with the campus personnel to ensure that the referrals are made to district departments to promote the academic success of the student.

The HEP is also going to work to start a monthly or bimonthly meeting with area homeless liaisons. This will give us an opportunity to share any issues that are occurring as some of our students move from district to district. This will allow us to work on those barriers to expedite the enrollment of homeless students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The HEP collaborates with the Dallas ISD Title I and Grants Department to assure that all of the HEP funding is appropriately coded, allocated and addresses the needs of homeless students districtwide. The two departments work together to develop a budget that utilizes Title I funds to offset the cost of part of the HEP staff. The staff is used as a resource for all homeless students in the district and supports those students through referrals, delivery of services/materials to students.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$21,143	Used to fund half of the HEP staff, staff used as a resource for all homeless students by providing referrals, materials, setting up transportation, etc.
Planned Set-Aside for 2017–2018	\$22,455	Will be used to fund half of the HEP staff. Staff will continue to be used as a resource for homeless students by providing referrals, materials, setting up transportation, etc.

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district looks at the trends of our homeless students: number we have year to year, any changes in poverty level of the district, educational outcomes of homeless students, etc. The number of homeless students has remained fairly constant in the district and poverty levels are the same or slightly worse. Based on this information, the district determines a percentage of the district's Title I, Part A funds to set aside for the homeless education program.

The HEP will address the needs of homeless students on Title I and non-Title I campuses by utilizing the majority of our Title I funding to cover the cost of a coordinator and specialist for the HEP. These staff members will serve all homeless students by providing referrals, delivery of services, materials, etc. The HEP works with Title I department and Grants management department to assure that staff understand how this funding will be used to support homeless students. These departments work together to be sure that all of the funding used is appropriately coded, allocated, and most importantly that it is used to address the needs of homeless children.

District/campus improvement plans are looking to address the needs of our homeless students by increasing the participation of homeless students in extra-curricular/co-curricular activities by supporting them with supplies, funding, etc. in order to participate in these activities. The HEP is going to focus on this, especially at the high school level, in order to help our students have access to the full range of programs provided to district students and to encourage the development of social/emotional skills that they might not otherwise get to explore.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	No
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	No

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Dallas Independent School District's (Dallas ISD) enrollment form has a box for families to check if they are living in a temporary housing arrangement. All families fill out the Student Residency Questionnaire (SRQ). School registrars are trained regarding the McKinney Vento rights of homeless students and use the SRQ to code students correctly if it is indicated that the student is homeless. If a school is unable to determine a student's status, the M/V liaison will interview staff and/or families to help make that determination. All families are required to fill out a new set of enrollment forms at the start of each school year and that includes a new SRQ.

The Dallas ISD HEP partners with the Psychological and Social Services Department to be sure that all schools post M/V posters and have HEP reference materials available for staff, parents and teachers. The HEP also provides training to Dallas ISD counselors, psychologists, social workers, diagnosticians, community liaisons, registrars, data controllers, Dallas ISD police, Dallas ISD Intake Center, etc. on M/V law and how to identify homeless students. Community groups, shelter staff, and parents are trained on the rights of homeless students and are given contact information for the HEP.

The HEP provides district information to those organizations that serve the homeless student population in Dallas including information on early childhood/prekindergarten programs. The district's Child Find program also reaches out to local shelters in order to identify any children that may need special education or related services. The HEP is also involved in the Metro Dallas Homeless Alliance (MDHA), the Youth Task Force Subcommittee and Family and Children Subcommittee where we share information about services for our homeless youth and possible services for early childhood/pre-kindergarten children. The HEP also shares district information with shelters and other service providers at the monthly case managers' meetings. These monthly meetings are for all of the shelters that house homeless children in the district to discuss any barriers or issues that shelters might be experiencing in enrolling their homeless students at the local schools. The HEP also does outreach at area churches and hotels with some of our collaborators.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The HEP staff attends the THEO/Region 10 conference each year. HEP staff also participates in Region 10 M/V training each year and directs other district staff to those trainings as questions arise. HEP staff trains counselors, district police, registrars, data controllers, central staff, etc. on the rights of homeless students under M/V. Our goal is to be providing training each month to various district staff members so that we continue to increase the number of staff that know who to refer students to when they think there is a possibility that a student is homeless.

The HEP staff pulls reports each week of newly identified homeless youth to work one on one with those registrars to ensure data collection for our students is accurate and up-to-date. This also allows us a chance to clarify any questions they may have and offer additional technical assistance if needed.

HEP staff also trains case managers, shelter staff, and service providers at least once a year on the M/V Homeless Assistance Act, No Child Left Behind, issues that may arise from school of origin decisions, and the types of assistance that the Dallas ISD HEP can provide to families. The HEP staff also participates in the Youth Task Force, Continuum of Care meetings, Women and Children MDHA subcommittees meetings to facilitate sharing of information, new programs, etc. There is ongoing communication and collaboration with various agencies that serve our youth and that communication allows us to keep them up to date on enrollment processes, etc. We routinely email our contacts to update them about new resources for our students and encourage them to reach out to us as they find new resources.

The Drop In Centers have also resulted in new partners and community organizations who are assisting our homeless students. The new Drop In Centers and new partners work to continuously raise awareness of the homeless issue in our district. This in turn is helping us to identify additional homeless children, youth and unaccompanied youth in Dallas.

Our department plans to reach out to area homeless liaisons in order to set up a bi-monthly meeting. This meeting would allow us to share best practices, address issues that might be occurring between districts, share community resources, etc.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has several programs in place for early interventions and progress monitoring. Progress reports are issued every three weeks. This is when a teacher can identify if a student is in need of additional academic supports such as tutoring, accelerated instruction, credit recovery, Reconnection programs, etc. All students are offered these supports as they are needed. SAMS and MyDataPortal also allow school staff to quickly check the absences of a particular student. Excessive absences affect grades for all students but also affects the earning of credits in high school. We are using this information to try to target those students that are in danger of having so many absences that they are not given the option for credit recovery. Catching these students before it is too late will increase the likelihood that they will stay in school and have the opportunity to graduate.

One major change that will assist schools in specifically addressing the academic needs of our homeless students was made to our MyDataPortal system. This year an option was added that allows a school to pull up a list of their homeless students which includes testing information that shows if they are not at grade level(test scores in red), approaching grade level(test scores in black), meets grade level(test scores in blue) or mastering grade level(test scores in green). This is helping us to work with counselors to identify students that may need a referral to SST or the 504 committee to start or change interventions to assist with their academic success. For example, by referring to this data we were able to refer 10 high school students for 504 services, one turned into a referral to special education testing and we were able to get one student working on 22 hours of credit recovery. The counselors have found this data to be helpful in trying to identify which of their homeless students are needing more assistance to stay on track. It also allows us to identify those students who are excelling to ensure that they are taking advantage of extracurricular activities, getting connected with a college advisors(Academic Success Program, etc).

Several of our schools with the highest numbers of homeless students are part of our Intensive Support Network of Schools or our Accelerating Campus Excellence schools. These schools have additional supports for their students such as extended days, tutoring, extracurricular activities, parent engagement, social emotional learning, etc. These additional supports also help to monitor student progress and determine if more intensive interventions may be needed for our homeless students.

For next year, our goal is to use the information in MyDataPortal to take all of our homeless students through a Multi-Tiered System of Supports meeting. This will allow us to not only look at the academic needs of a student but also their emotional, behavioral, physical, and mental health needs. Addressing the needs of the whole child will increase their opportunity for academic success.

The HEP will also continue to work with campus personnel and community service to providers to provide ongoing support for students. By participating in school/after school programs provided by our partners, the educational needs of the student can be monitored and addressed as they arise. Campuses can work with community service providers to bring in additional support to address those needs on an ongoing basis.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through Dallas County Promise, our students at 23 of 25 Dallas ISD high schools have the opportunity to attend a Dallas County Community College for free up to 3 years or until they have completed an Associate's degree. The schools that are part of the Dallas County Promise all have additional supports to assist students in 11th and 12th grade to ensure they are on track to take advantage of this opportunity. These college access education partners hold individual counseling sessions, including with our homeless students, to work on FAFSA completion, credits needed, etc. We will continue to train and work with the partners in order to support our homeless students. Next year, the HEP will aim to work with all of the juniors and seniors at the Promise schools to be sure they complete the milestones necessary in order to access the free tuition at a DCCCD campus. We will also work to meet one on one with each senior to determine if a McKinney Vento FAFSA letter is appropriate and be sure they have this by January.

In addition, high school counselors are responsible for looking at the data for their students to determine who is in need of additional supports. Campus personnel host an Attendance Committee Meeting that meets each six weeks to review student attendance and academics. From those meetings, a plan is designed to address the academic needs of the individual student for academic success including any needed makeup seat time. All students are assigned to a counselor on their campus to monitor and address academic needs and to request services from Dallas ISD departments that can address the barriers that the student is facing. We work with the counselors to ensure all of our homeless students are afforded this same opportunity and provide additional support (transportation, school supplies, etc.) if needed. MyDataPortal shows test scores and can be accessed by the HEP staff so we can also review progress for our homeless students and work with counselors to access additional supports.

The HEP program also works closely with the Attendance Improvement and Truancy Reduction (AITR) department to monitor the attendance of our homeless students and intervene when we see an issue. AITR helps us work with campuses to ensure homeless students are not having absences counted against them if the absences are due to their homelessness.

As mentioned before, the HEP staff will also use the information from MyDataPortal to determine which of our homeless students are in need of a Multi-Tiered System of Supports meeting. These referrals may be to address academic issues such as referral to 504 when a student is diagnosed with ADHD or a referral to Youth and Family Services if a student is struggling with a crisis. Again, if we address the needs of the whole child we have a better chance for this student to stay in school and graduate.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 057905

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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